

## Grove Elementary

1220 Old Grove Road  
Piedmont, SC 29673

|                       |                           |              |
|-----------------------|---------------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School     |              |
| <b>Enrollment</b>     | 590 Students              |              |
| <b>Principal</b>      | Sam McDowell              | 864-299-8333 |
| <b>Superintendent</b> | Phinnize J. Fisher, Ed.D. | 864-241-3456 |
| <b>Board Chair</b>    | Charles J. Saylor         | 864-322-9053 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2         | 5    | 49      | 77            | 13             |

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Below Average          | Below Average             | N/A                             |
| <b>2003</b> | Below Average          | Unsatisfactory            | No                              |
| <b>2004</b> | Average                | Unsatisfactory            | Yes                             |
| <b>2005</b> | Below Average          | Unsatisfactory            | No                              |

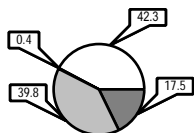
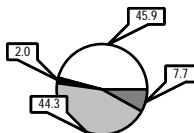
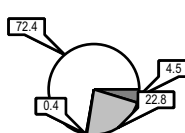
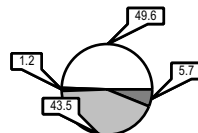
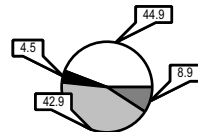
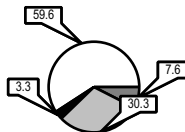
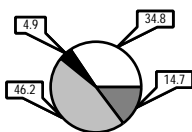
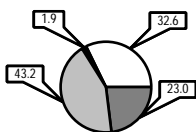
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 297   | 98.7            | 41.6                 | 40.3           | 17.7                | 0.4               | 29.2  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 141   | 97.9            | 53.4                 | 35.6           | 10.2                | 0.8               | 15.3  |                                      |  |
| Female   | 156   | 99.4            | 30.4                 | 44.8           | 24.8                | 0.0               | 42.4  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 43  | 97.7            | 17.6                 | 50.0           | 32.4                | 0.0               | 44.1  | I/S                                  | Yes                                    |
| African American   | 218   | 99.1            | 43.9                 | 40.0           | 15.6                | 0.6               | 28.3  | Yes                                  | Yes                                    |
| Asian/Pacific Islander   | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 33  | 97.0            | 55.2                 | 31.0           | 13.8                | 0.0               | 17.2  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 231   | 99.1            | 33.7                 | 44.7           | 21.1                | 0.5               | 35.8  |                                      |  |
| Disabled   | 66  | 97.0            | 69.8                 | 24.5           | 5.7                 | 0.0               | 5.7   | No                                   | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 297   | 98.7            | 41.6                 | 40.3           | 17.7                | 0.4               | 29.2  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 31  | 100.0           | 57.1                 | 32.1           | 10.7                | 0.0               | 14.3  | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 266   | 98.5            | 39.5                 | 41.4           | 18.6                | 0.5               | 31.2  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 246   | 98.4            | 42.3                 | 39.3           | 17.9                | 0.5               | 28.9  | No                                   | Yes                                    |
| Full-pay meals   | 51  | 100.0           | 38.1                 | 45.2           | 16.7                | 0.0               | 31.0  |                                      |  |

|  |     |       |      |      |      |     |      |     |     |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |     |      |     |     |
| All Students   | 297 | 99.3  | 45.5 | 44.7 | 7.8  | 2.0 | 21.3 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |     |      |     |     |
| Male   | 141 | 99.3  | 50.4 | 41.2 | 7.6  | 0.8 | 17.6 |     |     |
| Female   | 156 | 99.4  | 40.8 | 48.0 | 8.0  | 3.2 | 24.8 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |     |      |     |     |
| White  | 43  | 97.7  | 23.5 | 52.9 | 20.6 | 2.9 | 32.4 | I/S | Yes |
| African American   | 218 | 99.5  | 49.4 | 43.9 | 5.0  | 1.7 | 19.4 | Yes | Yes |
| Asian/Pacific Islander                                   | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| Hispanic   | 33  | 100.0 | 46.7 | 40.0 | 10.0 | 3.3 | 20.0 | I/S | I/S |
| American Indian/Alaskan                                  | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |     |      |     |     |
| Not Disabled   | 231 | 100.0 | 38.2 | 49.7 | 9.4  | 2.6 | 26.2 |     |     |
| Disabled   | 66  | 97.0  | 71.7 | 26.4 | 1.9  | 0.0 | 3.8  | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |     |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |     |     |
| Non-Migrant  | 297 | 99.3  | 45.5 | 44.7 | 7.8  | 2.0 | 21.3 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |     |      |     |     |
| Limited English Proficient                               | 31  | 100.0 | 46.4 | 42.9 | 10.7 | 0.0 | 17.9 | I/S | I/S |
| Non-Limited English Proficient                           | 266 | 99.3  | 45.4 | 44.9 | 7.4  | 2.3 | 21.8 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |     |      |     |     |
| Subsidized meals   | 246 | 99.2  | 45.5 | 43.1 | 8.9  | 2.5 | 22.3 | No  | Yes |
| Full-pay meals   | 51  | 100.0 | 45.2 | 52.4 | 2.4  | 0.0 | 16.7 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 297   | 99.3            | 72.1                 | 23.0           | 4.5                 | 0.4               | 4.9                                  |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 141   | 99.3            | 73.1                 | 22.7           | 3.4                 | 0.8               | 4.2                                  |
| Female                         | 156   | 99.4            | 71.2                 | 23.2           | 5.6                 | 0.0               | 5.6                                  |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 43  | 97.7            | 55.9                 | 32.4           | 11.8                | 0.0               | 11.8                                 |
| African American               | 218   | 100.0           | 74.0                 | 21.5           | 3.9                 | 0.6               | 4.4                                  |
| Asian/Pacific Islander         | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Hispanic                       | 33  | 97.0            | 79.3                 | 20.7           | 0.0                 | 0.0               | 0.0                                  |
| American Indian/Alaskan        | 1   | 100.0           | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 231   | 99.1            | 66.7                 | 27.5           | 5.3                 | 0.5               | 5.8                                  |
| Disabled                       | 66  | 100.0           | 90.9                 | 7.3            | 1.8                 | 0.0               | 1.8                                  |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 297   | 99.3            | 72.1                 | 23.0           | 4.5                 | 0.4               | 4.9                                  |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 31  | 100.0           | 82.1                 | 17.9           | 0.0                 | 0.0               | 0.0                                  |
| Non-Limited English Proficient | 266   | 99.3            | 70.8                 | 23.6           | 5.1                 | 0.5               | 5.6                                  |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 246   | 99.2            | 73.3                 | 21.8           | 4.5                 | 0.5               | 5.0                                  |
| Full-pay meals                 | 51  | 100.0           | 66.7                 | 28.6           | 4.8                 | 0.0               | 4.8                                  |

|                                |     |       |      |      |      |     |      |
|--------------------------------|-----|-------|------|------|------|-----|------|
| <b>Social Studies</b>          |     |       |      |      |      |     |      |
| All Students                   | 297 | 98.7  | 49.0 | 44.0 | 5.8  | 1.2 | 7.0  |
| <b>Gender</b>                  |     |       |      |      |      |     |      |
| Male                           | 141 | 98.6  | 50.8 | 42.4 | 6.8  | 0.0 | 6.8  |
| Female                         | 156 | 98.7  | 47.2 | 45.6 | 4.8  | 2.4 | 7.2  |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |     |      |
| White                          | 43  | 97.7  | 38.2 | 44.1 | 11.8 | 5.9 | 17.6 |
| African American               | 218 | 99.1  | 50.6 | 45.0 | 3.9  | 0.6 | 4.4  |
| Asian/Pacific Islander         | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  |
| Hispanic                       | 33  | 97.0  | 51.7 | 37.9 | 10.3 | 0.0 | 10.3 |
| American Indian/Alaskan        | 1   | 100.0 | N/A  | N/A  | N/A  | N/A | N/A  |
| <b>Disability Status</b>       |     |       |      |      |      |     |      |
| Not Disabled                   | 231 | 98.3  | 40.4 | 51.1 | 6.9  | 1.6 | 8.5  |
| Disabled                       | 66  | 100.0 | 78.2 | 20.0 | 1.8  | 0.0 | 1.8  |
| <b>Migrant Status</b>          |     |       |      |      |      |     |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A | N/A  |
| Non-Migrant                    | 297 | 98.7  | 49.0 | 44.0 | 5.8  | 1.2 | 7.0  |
| <b>English Proficiency</b>     |     |       |      |      |      |     |      |
| Limited English Proficient     | 31  | 100.0 | 53.6 | 35.7 | 10.7 | 0.0 | 10.7 |
| Non-Limited English Proficient | 266 | 98.5  | 48.4 | 45.1 | 5.1  | 1.4 | 6.5  |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |     |      |
| Subsidized meals               | 246 | 98.8  | 52.0 | 40.6 | 5.9  | 1.5 | 7.4  |
| Full-pay meals                 | 51  | 98.0  | 34.1 | 61.0 | 4.9  | 0.0 | 4.9  |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 72   | 100.0    | 20.9          | 44.8    | 28.4         | 6.0        | 34.3                         |
|                              | 4     | 81   | 97.5     | 39.2          | 40.5    | 20.3         | N/A        | 20.3                         |
|                              | 5     | 89   | 98.9     | 36.6          | 56.1    | 7.3          | N/A        | 7.3                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 106  | 98.1     | 33.7          | 38.6    | 26.5         | 1.2        | 27.7                         |
|                              | 4     | 98   | 99.0     | 46.3          | 37.5    | 16.3         | 0.0        | 16.3                         |
|                              | 5     | 93   | 98.9     | 45.0          | 45.0    | 10.0         | 0.0        | 10.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 72   | 100.0    | 16.4          | 64.2    | 13.4         | 6.0        | 19.4                         |
|                              | 4     | 81   | 97.5     | 43.2          | 45.9    | 9.5          | 1.4        | 10.8                         |
|                              | 5     | 89   | 100.0    | 41.0          | 44.6    | 13.3         | 1.2        | 14.5                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 3     | 106  | 99.1     | 23.8          | 65.5    | 9.5          | 1.2        | 10.7                         |
|                              | 4     | 98   | 100.0    | 58.8          | 30.0    | 10.0         | 1.3        | 11.3                         |
|                              | 5     | 93   | 98.9     | 55.0          | 37.5    | 3.8          | 3.8        | 7.5                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
| 2005                         | 8     |  |          |               |         |              |            |                              |
|                              | 3     | 106  | 98.1     | 62.2          | 31.7    | 6.1          | 0.0        | 6.1                          |
|                              | 4     | 98   | 100.0    | 70.0          | 21.3    | 7.5          | 1.3        | 8.8                          |
|                              | 5     | 93   | 100.0    | 84.0          | 16.0    | 0.0          | 0.0        | 0.0                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
| 2005                         | 8     |  |          |               |         |              |            |                              |
|                              | 3     | 106  | 97.2     | 28.4          | 59.3    | 11.1         | 1.2        | 12.3                         |
|                              | 4     | 98   | 100.0    | 52.5          | 42.5    | 3.8          | 1.3        | 5.0                          |
|                              | 5     | 93   | 98.9     | 65.4          | 30.9    | 2.5          | 1.2        | 3.7                          |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 590)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 100.0%                 | Up from 86.5%                | 100.0%  | 100.0%                          |
| Retention rate  | 3.4%                   | Down from 5.8%               | 3.9%  | 3.0%                            |
| Attendance rate   | 95.4%                  | Down from 95.8%              | 96.0%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 7.2%                   | Down from 10.9%              | 5.7%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 6.4%                   | Down from 8.8%               | 5.0%  | 3.2%                            |
| Eligible for gifted and talented  | 3.6%                   | Down from 5.6%               | 5.3%  | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 10.8%                  | Down from 11.9%              | 7.7%  | 8.2%                            |
| Older than usual for grade  | 0.7%                   | Down from 0.8%               | 1.7%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 43)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 30.2%                  | Down from 30.8%              | 50.0%   | 52.6%                           |
| Continuing contract teachers  | 76.7%                  | Down from 87.2%              | 77.3%   | 83.3%                           |
| Highly qualified teachers   | 90.5%                  | Down from 90.9%              | 92.3%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 0.0%                   | No change                    | 2.4%  | 0.0%                            |
| Teachers returning from previous year   | 88.0%                  | Up from 83.2%                | 83.5%   | 87.0%                           |
| Teacher attendance rate   | 94.9%                  | No change                    | 94.9%   | 95.0%                           |
| Average teacher salary  | \$39,732               | Up 2.1%                      | \$40,404  | \$41,703                        |
| Prof. development days/teacher  | 9.7 days               | Up from 8.8 days             | 13.0 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 4.0                    | Up from 3.0                  | 4.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 13.2 to 1              | Down from 15.5 to 1          | 16.7 to 1   | 18.8 to 1                       |
| Prime instructional time  | 88.4%                  | Down from 89.3%              | 89.0%   | 89.8%                           |
| Dollars spent per pupil*  | \$6,173                | Down 10.4%                   | \$7,224   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 72.4%                  | Up from 69.7%                | 63.2%   | 65.8%                           |
| Opportunities in the arts   | Excellent              | Up from Good                 | Good  | Good                            |
| Parents attending conferences   | 99.0%                  | Down from 99.7%              | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes                    | No change                    | Yes   | Yes                             |
| Character development program   | Excellent              | Up from Average              | Good  | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | 92.8%                  |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | 95.5%                  |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | Yes   |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Grove Elementary School is to provide students with academic opportunities to think communicate and solve problems, which will enable students to become positive, productive members of society.

We believe that education is a process that should provide a person with skills and knowledge to make decisions that will enable students at Grove Elementary to survive and participate in a democratic society. Education should provide an understanding of the different cultures. Education is a key to lifelong learning and success in life.

Grove Elementary will provide increased knowledge and understanding of effective strategies for integrating the high -qualities arts in the course of other academic instruction as well as strengthening the place of the arts overall in the regular school curricula. The arts integration instruction is designed to bolster student achievement and personal growth.

All children, at Grove Elementary, are capable of learning and should be privileged to have the same educational opportunities. Also, we know that individuals do not learn the same way or at the same rate. We should therefore make every effort to find the modalities of learning for all students. Individuals need exposure to a variety of instructional strategies and opportunities.

Grove Elementary is a special place for students to learn and grow. At Grove everyone emphasizes the importance of learning. All staff members hold high expectations of students and they continually express the belief that all students can learn. The curriculum is based on clear goals and objectives, which are defined with the South Carolina State Standards.

Sam McDowell, Principal  
Tammy Landreth, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 38       | 77        | 29       |
| Percent satisfied with learning environment            | 65.8%    | 75.0%     | 63.0%    |
| Percent satisfied with social and physical environment | 60.5%    | 79.2%     | 75.0%    |
| Percent satisfied with school-home relations           | 45.9%    | 85.1%     | 69.2%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.